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ABSTRACT

The purpose of the Promising Practices Diffusion Project, 1979-80, was to further develop, implement, and improve a statewide system for disseminating Promising Practices in vocational and career education. (Promising Practices are those exemplary projects which have met established criteria of quality.) During the first stage, a project base was established at Oregon State University and a model system was developed to disseminate Promising Practices through the Regional Coordinator network. A kit of implementation materials for regional coordinators was drafted, and publicizing activities began. The second stage was concerned with acceptance of applications for adapting/adopting Promising Practices and continued efforts to publicize the total project. During the third stage, the model system and materials were reviewed and revised. Major accomplishments were the development of the statewide dissemination system and completion of eleven adaptation/adoption projects in several regions of the state. To facilitate implementation of the system, processes, procedures, and instrumentation were compiled in the form of an Implementation Kit for Regional Coordinators. (Appendixes include a project brochure and listing of Promising Practices projects currently in use.) (YLB)

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ED193496

FINAL REPORT

DEVELOPMENT OF A STATEWIDE SYSTEM
FOR DISSEMINATING AND IMPLEMENTING
VOCATIONAL PROMISING PRACTICES IN OREGON

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Helen C. Hall

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In cooperation with

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Contract No: 50-004-270

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10/31/80

A B S T R A C T

TO BE COMPLETED BY PROJECT DIRECTOR/PRINCIPAL INVESTIGATOR

Project Title: Development of a Statwide System for Disseminating and
Implementing Vocational Promising Practices in Oregon

Project Director/Principal Investigator
and Organization: Helen C. Hall/Sharon A. Wallace

Vocational-Technical Education Division
Oregon State University

Funding Period: April 1, 1979 August 31, 1980
(From) (To)

NUMBER OF STUDENTS AFFECTED: _____ NUMBER OF STAFF AFFECTED: _____

OBJECTIVES:

To further develop, implement and improve a statewide system for disseminating Promising Practices in vocational and career education in Oregon.

PROCEDURES:

A statewide system for disseminating Promising Practices through the Regional Coordinator network was developed and tested in a number of projects in different regions of the state.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

Vocational and career educators will be able to utilize the system developed for adapting/adopting Promising Practices to improve their programs.

PRODUCT(S) TO BE DELIVERED:

A final report containing validated format, process, and instrumentation for the facilitation of the adaption/adoption of Promising Practices. In addition, an Implementation Kit for Regional Coordinators and a display board were developed by project staff. Descriptions of the adaption/adoption projects funded to test the dissemination model were also provided.

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This document is the result of the generous efforts of many persons. Personnel at each of the adoption/adaption sites are recognized for their assistance with the field trials of the dissemination model. Without their commitment to quality vocational and career education programs, this project would not have been possible. Particular thanks are extended to the members of this projects Steering Committee who guided the project director. They were:

Ada Fancher
Oregon State University

Mary Kinnick
Evaluator

Burr Fancher
Oregon State University

Rich Schmidt
Oregon Department of Education

Ron Hanke
North Bend High School

Jim Wasson
Junction City School District

Nancy Hargis
Oregon Department of Education

Sharon Wallace
Oregon State University

Jim Jacobs
Marion ESD

Sherril Wells
Umpqua Community College

Larry Kenneke
Oregon State University

Eugene Vinarskai
Oregon Department of Education

Special recognition goes to the Regional Coordinators for Vocational and Career Education whose support and involvement were critical to the success of this project.

Finally, Jan Bressler, Robin Beals, KerryAnn Knight-Byrd and Corlene Simpson assured that the project director was able to complete this project efficiently.

Helen Hall
Corvallis, Oregon
August, 1980

Background

Over the past decade the Career and Vocational Education Section of the Oregon Department of Education has provided support for the development of exemplary projects in vocational and career education. Periodically these projects have been reviewed by a process developed at Oregon State University and those projects which met established criteria of quality were summarized and compiled into a handbook entitled "Promising Practices in Oregon." Recently projects developed for disadvantaged and handicapped students in vocational education have also been reviewed and the ones selected as "Promising Practices" were published in an update of the handbook. As of summer, 1980, three updates of the handbook had been completed.

During 1977-79 the Linn-Benton ESD developed a model for dissemination of Promising Practices at a number of selected sites within that region. In order for full statewide implementation to become a reality, a broad based linkage system was required. In Oregon such a statewide system exists in the form of the Regional Coordinators for Vocational and Career education. Procedures for utilizing the Regional Coordinator network for disseminating Promising Practices were established as a part of this project.

Objectives

The purpose of the Promising Practices Diffusion Project 1979-80 was to further develop, implement and improve a statewide system for disseminating Promising Practices in vocational and career education.

This system was tested in a number of projects in different regions of the state. More specifically, the major objective of this project was a report which should contain the following:

1. Validated format for disseminating information on the Promising Practices Diffusion Project including development of an Implementation Kit for Regional Coordinators and a display board depicting the statewide system.
2. Validated processes for adapting/adopting Promising Practices in vocational education through the Regional Coordinator network.
3. Validated instrumentation for facilitation of the adaption/adoption of Promising Practices.
4. Description of the adaption/adoption projects funded to test the dissemination model.

Procedures

This project was conducted in three stages. The first stage was concerned with establishing a project base at Oregon State University and development of a model system for disseminating Promising Practices through the Regional Coordinator network. Also during the first stage, a kit of implementation materials for regional coordinators was drafted and publicizing activities began. The second stage of the project was concerned with acceptance of applications for adapting/adopting Promising Practices and continued efforts to publicize the total project. The third stage of the project was concerned with review and revision of the model system and materials developed during earlier stages.

Helen Hall served as project director and Sharon Wallace as principal investigator throughout the project. Third party evaluation was the responsibility of Larry Kenneke for the first stage of the project, April-December, 1979. Mary Kinnick served as the third party evaluator from December 1979-July 1980 during stages two and three. Steering Committee members included Ada Fancer, OSU; Burr Fancer, OSU; Ron Hanke, North Bend High School; Nancy Hargis, ODE; Jim Jacobs, Marion ESD; Larry Kenneke, OSU; Rich Schmidt, ODE; Jim Wasson, Junction City School District 69; Sherril Wells, Umpqua Community College; and Eugene Vinarskai, ODE.

1. Stage I

Early in the project a review of literature related to national and state efforts to diffuse vocational exemplary programs revealed limited activity in that area nationally. In order to establish the project base at Oregon State University, the project staff met with Oregon Department of Education personnel including the Coordinator of Research and Exemplary Programs (3/16/79) and the Unit Coordinator of Special Vocational Programs (6/28/79). Other meetings were held with persons who had been associated with the previous project based at the Linn-Benton ESD (4/13/79; 5/1/79). In an effort to coordinate this project with similar efforts in the state, the project director visited with representatives of the following projects on the dates indicated.

Interinstitutional Consortium for Career Education	4/13/79
---	---------

Northwest Lab Dissemination Project	4/18/79
National Diffusion Network	5/11/79
Title IV-C	1/07/79

In addition, the project director participated in the Oregon Resource/Dissemination Conference sponsored cooperatively by the Northwest Regional Educational Laboratory Dissemination Program and the Oregon Department of Education. The conference was held October 25-26 at the Country Squire Inn in Eugene, Oregon. The purpose of the conference was to identify the location of key resources and services in the state.

With the assistance of the Publications Department at Oregon State University, a brochure describing the project was developed (see Appendix A). The brochure was a major strategy for publicizing the project. Figure 1, page 5, summarizes activities to publicize the total project to the audiences indicated. Publicity was an ongoing activity throughout the duration of the project. In addition to the brochure, an display board for use at professional meetings was developed. The board was constructed from two 2' x 3' cork bulletin boards joined by hinges. A set of laminated posters was produced for the display board by a graduate student in vocational education. The board is designed to be portable. Display materials include a title, map of the regions of the state and the Regional Coordinator who represents it. Other materials displayed include the brochure, newspaper articles, Handbook cover, Implementation Kit cover and abstracts of Promising Practices.

Figure 1

STRATEGIES FOR PUBLICIZING
PROMISING PRACTICES

<u>Date</u>	<u>Audience</u>	<u>Strategy</u>
May 1979	OSU School of Education Faculty	OSU School of Education Newsletter Article
June 13, 1979	Educators attending the Small Schools Institute	Exhibit (Poster, Brochure) Discussion with participants
June 1979	General Public	News Release prepared by OSU Public Information Office
June 1979	Oregon Vocational Assn. Members	Article in the OVA Newsletter
August 24, 1980	Oregon Extern Program Participants	Presentation (Transparencies, Brochure, Discussion)
October 1979	OSU Vocational-Technical Division Faculty	Memo with Brochure
October 1979	Career Education Directors, Oregon School Districts	Letter and Brochure
October 1979	Deans of Instruction Oregon Community Colleges	Letter and Brochure
November 2, 1979	OCCVA Fall Conference Participants	Brochures
November 15, 1979	Private School Educators in Oregon	Letter and Brochure
November 15, 1979	Research and Exemplary Advisory Committee Members	Presentation, Discussion
January 1980	Oregon Vocational Assn. Members	Article in the OVA Newsletter
January 23, 1980	Career Education Coordinators, Morrow-Umatilla Counties	Dinner meeting presentation
February 5, 1980	ICCE Representatives	Discussion with follow-up mailing of Brochure and Handbook.
March 1980	Vocational Educators in Oregon	Article in Big Green

In order to facilitate dissemination, all Promising Practices contact persons who were identified in the Handbook and subsequent updates were contacted to notify them of the project. They were requested to respond to questions (Appendix B) regarding the current status of their project. As a result of their responses and information collected from the Regional Coordinators and specialists in vocational and career education at the Oregon Department of Education, a list of 37 Promising Practices Currently in Use (Appendix C) was compiled. This list became the collection of projects available for adaption/adoption.

To prepare project directors for their potential role as consultants for those wishing to adapt/adopt their Promising Practice, a workshop was held on December 7, 1979 with the following objectives:

1. The participants will have an increased awareness of dissemination and their role as it relates to the total effort in vocational education in Oregon.
2. The participants will be provided an opportunity to consider answers to their questions about disseminating and consulting.
3. The participants will identify outcomes of their project which are similar to those of other projects.

All project directors for Promising Practices Currently in Use were contacted and invited to attend the workshop. A list of the names and addresses of the 19 persons attending the workshop is available in Appendix D. Dr. John Davies, Junction City School District, served as a consultant to the workshop (For the agenda see Appendix E). Participants responded to a workshop evaluation form in a consistently favorable manner. Although

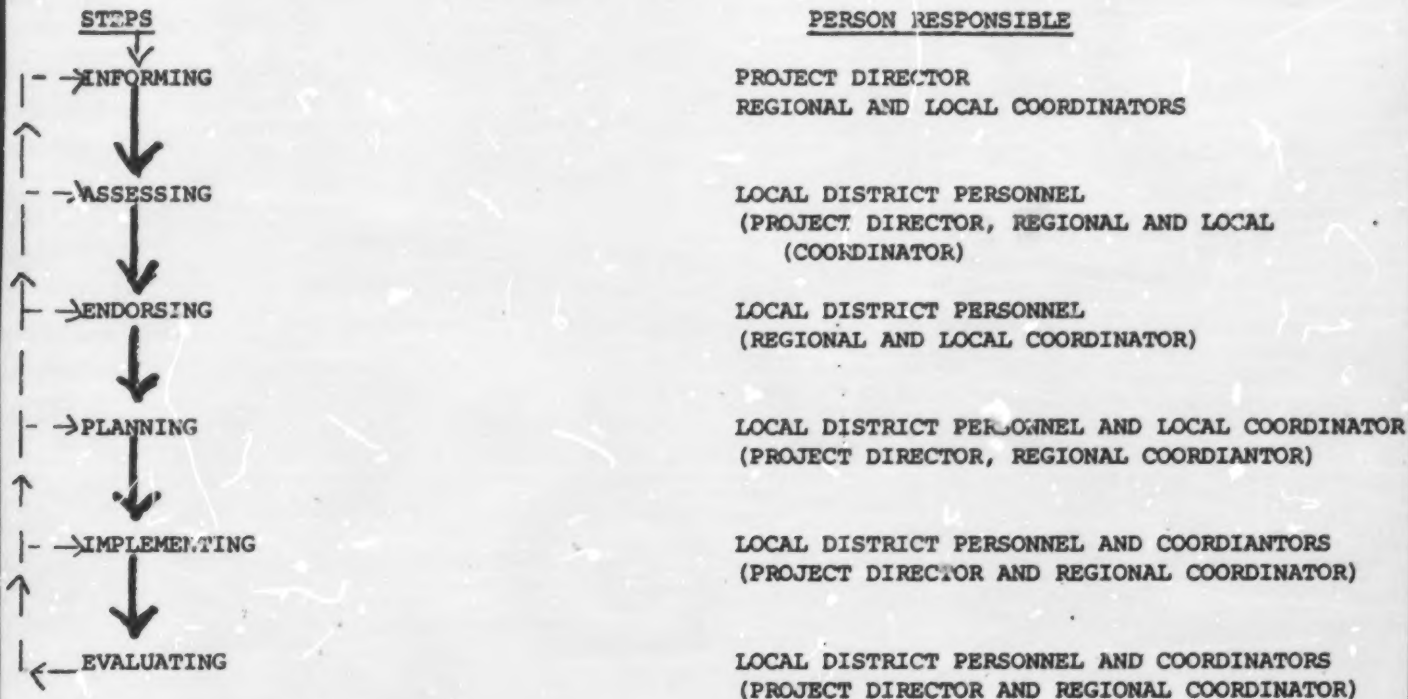
there was general agreement as to the potential value of workshops of this nature, it was disappointing that such a small number of the projects were represented.

At the same time that the project base was being established, an Implementation Kit was developed by the project director and reviewed by two of the Regional Coordinators during August 1979. A model system representing the Steps in the Diffusion Process (Figure 2) was the basis of the kit. One section of the kit was devoted to the description and materials for completing the activities involved at each step. Copies of the kit were distributed to the Regional Coordinators during their monthly meeting in November, 1979.

The diffusion process as conceptualized in the Implementation Kit was built around the role of the Regional Coordinator. It was the intent of the Promising Practices Diffusion Project to provide support for activities that would supplement and enrich the program of work of the Regional Coordinator. In an effort to achieve that intent, the project director used a variety of strategies including meeting with them at their monthly session (8/3/79; 11/1/79; 12/6/79), mailing information about project activities, phone conversations, and personal visits to explore project possibilities.

Many of the activities of Stage 1 of the project continued throughout the life of the project, many times in a secondary role as other priorities emerged.

Figure 2
STEPS IN THE DIFFUSION PROCESS



NOTE--THE PERSON WHO IS MAINLY RESPONSIBLE FOR THE STEPS IS LISTED WITH SUPPORT PERSONS IDENTIFIED IN ().

2. Stage 11

Following the development of the Implementation Kit for Regional Coordinators and initial publicity efforts, the project director conducted a series of field visits. The purposes of these visits were to become familiar with the Promising Practices demonstration projects and/or provide technical assistance to Regional Coordinators and potential project adaptors/adoptors regarding application procedures. A summary of the dates and nature of the field visits is provided in Figure 3 (page 10). (Although personal contacts were most effective in providing assistance with applications, most of the interaction with interested parties was via the telephone.)

A number of inquiries were received and project materials and applications were provided to interested persons. Completed applications were received for 13 different projects summarized on Figure 4, page 11. Involvement of Regional Coordinators differed from project to project as being conducted in their region to the level of initiating several projects in and across regions. Project number 2 which was the adaption of the project Using Office Simulation to Provide Students with Entry-Level Clerical Skills (hereafter Business Education Open Lab) was unique in that it involved teachers from four different regions. Lou Thomas, Regional coordinator for Polk-Yamhill counties, assumed leadership of the project. Several of the Promising Practices projects emerged as favorites, with the project. A Means for Mainstreaming Handicapped Juniors and Seniors into the CE(2) Curriculum, being the focus of 3 different projects. Several of the approved projects were planned in conjunction with other funded efforts aimed toward the same goals. In other words, the Promising Practices funds did not provide the total support for the adoption/adaption process.

Figure 3

Project Director
Field Visits

<u>Date</u>	<u>Site</u>	<u>Nature of Visit</u>
October 24, 1979	Alsea High School	Observe Adaption of Business Education Open Lab
December 10, 1979	Polk ESD, Dallas	Assistance to Regional Coordinator in completing an application
December 13, 1979	Lane County Court House, Eugene	Attend Planning session of the Steering Committee for the 1980 Lane County Job Fair
December 13, 1979	Linn-Benton ESD, Albany	Assistance to Regional Coordinator in completing an application
January 24-25, 1980	Hermiston High School Ione High School Harvester Restaurant, Pendleton	Explore possibilities of adapting Promising Practices, Assistance to Regional Coordinator in completing and application.
February 11, 1980	Career Action School and Albany School District Office	Planning session for adapting a Promising Practice; Assistance in completing an application
February 14, 1980	McNary High School, Salem	Planning session for adapting a Promising Practice Assistance in completing an application
February 21, 1980	CE (2) Medford; Skills Contest, Rogue Community College, Grants Pass	Observe a Promising Practice demonstration site; Consult with individuals interested in adapting a Promising Practice
March 28, 1980	Lane County Fair Grounds, Eugene	Visit the Lane County Job Fair
April 14, 1980	Vocational Village, Portland	Observe a Promising Practice demonstration site

Figure 4

PROMISING PRACTICES
APPLICATIONS APPROVED

<u>Project to be Adapted/Adopted</u>	<u>Contact Person Adaption/Adoption Site</u>	<u>Date Approved</u>
1. Umatilla-Morrow Instructional Materials/Equipment Sharing	Leu Thomas Polk County ESB 322 Main Street Dallas, OR 97338	12/15/79
2. Using Office Simulation to Provide Students with Entry- Level Clerical Skills (Business Education Open Lab)	Lou Thomas Yamhill ESD 800 E. 2nd Street McMinnville, OR 97128	1/15/80
3. Publicizing Career Information Through Competitive Skills Events	Carl Horstrop Lane Community College Downtown Center 1050 Williamette Street Eugene, OR 97401	1/15/80
4. A Means for Mainstreaming Handicapped Juniors and Seniors into the CE (2) Curriculum	Debbie Crinzi Career Action School P.O. Box 691 Albany, OR 97321	2/15/80
5. A Unified Approach to Career Guidance Program Development in Secondary Schools	Jim Hindman Career Education Coordinator McNary High School 505 Sandy Dr. N. Salem, OR 97303	2/19/80
6. Vocational Village	Bob Deeter Ione High School P.O. Box 167 Ione, OR 97843	3/05/80
7. Umatilla-Morrow Instructional Materials/Equipment Sharing	Wayne Johnson Linn-Benton ESD 905 E. 4th Ave. Albany, OR 97321	4/01/80
8. Articulating Goals Through Career Awareness/Exploration Curriculum Kits	Wayne Johnson Linn-Benton ESD 905 E. 4th Ave. Albany, OR 97321	4/01/80
9. A Unified Approach to Career Guidance Program Development in Secondary Schools	Sam Pambrun Umatilla ESD 404 S.E. Dorian P.O. Box 38 Pendleton, OR 97801	4/21/80

- | | | |
|---|--|---------|
| 10. Exploring Careers Through an Occupational Cruise | Alan Larsen
P.O. Box A
Rogue River, OR 97536 | 4/21/80 |
| 11. A Means for Mainstreaming Handicapped Juniors and Seniors into the CE(2) Curriculum | Gary Burton
Coos Bay School District
Coos Bay, OR 97420 | 4/21/80 |
| 12. Vocational Village | Kathy Kaplan
Pendleton High School
Pendleton, OR 97801 | 4/21/80 |
| | Jan Wellman
Hermiston High School
600 S. 1st Street
Hermiston, OR 97838 | |
| 13. A Means for Mainstreaming Handicapped Juniors and Seniors into the CE(2) Curriculum | Sonya McDowell
P.O. Box 16657
Portland, Or 97216 | 5/22/80 |

Although 13 applications were approved, project activities were completed for a total of 11 projects. The 2 projects not completed were numbers 6 and 8, Figure 4. Prior commitments prohibited the contact people from completing the approved activities. A summary of the project activities and the number of professionals involved is included in Figure 5.

3. Stage III

The major accomplishments of Stage III were the revision of the kit and completion of the final report. Revision of the Implementation Kit for Regional Coordinators was based on comments solicited from them on a questionnaire developed by Mary Kinnick. In addition, the project director and two of the Regional Coordinators (Thomas and Johnson) met on May 28, 1980 to work on recommendations for revising the kit and to make the final decisions related to the content and format. A final version of the kit was reviewed by an editor in the OSU Publications Office and a graphic artist was contracted to design a cover.

Major Accomplishments

The major accomplishments of the project were the development of a statewide system for disseminating Promising Practices through the Regional Coordinator network and the completion of 11 adaption/ adoption projects in several regions of the state. In order to facilitate implementation of the system processes, procedures, and instrumentation were compiled in the form of an Implementation Kit for Regional Coordinators.

FIGURE 5
PROMISING PRACTICES
ACTIVITIES SUMMARY

<u>Project to be Adopted/Adapted (Site)</u>	<u>Description of Project Activities</u>	<u>Date</u>	<u>Numbers of Professionals Involved</u>
1. Umatilla-Morrow Instructional Materials/Equipment Sharing (Polk-Yamhill ESD's)	Polk-Yamhill Superintendent Meeting and Luncheon to consider Equipment Sharing Consortium	Feb. 6, 1980	29
2. Using Office Simulation to Provide Students with Entry- Level Clerical Skills (Polk-Yamhill ESD)	Site visits to Alsea, Ranier, North Bend	2/13, 2/26; 2/29	4
	Workshops (OSU)	March 5	8
		April 9	8
		May 28	6
	Work Days (Polk ESD)	April 2	4
		April 23	4
		May 21	4
3. Publicizing Career Information Through Competitive Skills Events (Lane Community College)	Skills Events at the 1980 Lane County Job Fair	March 26, 1980	2

Figure 5, Cont.

15	4. A Means for Mainstreaming Handicapped Juniors and Seniors into the CE (2) Curriculum (Career Action School, Albany)	Consultant Technical Assistance to analyze the Community and assess products and procedures. Visit to demonstration site.	March 6, 1980	2
			March 31, 1980	
	5. A Unified Approach to Career Guidance Program Development in Secondary Schools (McNary High School, Salem)	Whiteaker Middle School and McNary High School Inservice Meeting and Work Session.	March 4, 1980	18
	6. Not Completed			
	7. Umatilla-Morrow Instructional Materials/Equipment Sharing (Linn-Benton ESD)	Visit demonstration site	May 19, 1980	6
	8. Not Completed			

Figure 5, Cont.

16	9. A Unified Approach to Career Guidance Program Development in Secondary Schools (Umatilla-Morrow ESD)	Work Session to Adapt Portland Model	June 9-11, 1980	6
	10. Exploring Careers through an Occupational Cruise (Rogue River High School)	Visit to demonstration site	April 28, 1980	4
		Consultant conducted inservice for school staff	June 9, 1980	8
		Contract Service for School staff	June-July, 1980	8
	11. A Means for Mainstreaming Handicapped Juniors and Seniors into the CE (2) Curriculum (Coos Bay)	Information session conducted by project director	May 13, 1980	9
		One week inservice for adapting project director	June 16-27, 1980	1
	12. Vocational Village (Pendleton High School; Herministon High School)	Visit to demonstration site	April 24-25, 1980	2
	13. A Means for Mainstreaming Handicapped Juniors and Seniors into the CE (2) Curriculum (Multnomah ESD)	Technical Assistance of Project Director for Planning	June 11, 1980	12

The nature of the 11 adaption/adoption projects were mainly planning and inservice with full implementation to be achieved during the 1980-81 school year. It is anticipated that the groundwork which was laid during 1979-80 would be evidenced in improved programs in vocational and career education in 80-81. The products and processes developed through the adaption/adoption projects are potentially available to be shared with other districts.

Certainly, the Summative Evaluation of the third party evaluator was another major accomplishment of the project. Questions and issues related to the Promising Practices concept were addressed and recommendations offered.

Six of the 11 adaption/adoption projects were focused on resolving the needs of handicapped and disadvantaged students in vocational and career education. In fact, the original projects were developed with funds specifically earmarked for those students.

It should be noted that in order to achieve Promising Practices status, projects must meet the criteria of being non-biased in terms of sex roles.

All private school in Oregon were notified of the project and invited to participate; however, none chose to do so.

Problems

The total project was based on the contents of the Promising Practices Handbook. Problems recurring throughout the life of the project were related to the Handbook. The problems were centered around the following:

1. Many of the projects were out-of-date.
2. Some of the projects would no longer be considered "promising."
3. Publicizing the project was difficult because there were too many diverse projects to offer.
4. Needs of vocational and career educators did not always match with available projects.

The project funds were distributed through the Oregon State University Business Office. It was practice to reimburse the persons involved in project adaption/adoption after completing their activities. This proved to be a hardship for some people because the process may take several weeks and sometimes longer. Several complaints from project people were received because their reimbursements were delayed.

Applications were accepted on a first-come first-serve basis, no deadline was established. This may have contributed to the fact that only a few relatively small budget project applications were received through April 1980. As it was realized that project funds would not be available after July 31, a number of larger budget projects were submitted. Thus, time for the total process of planning, implementing and evaluating was limited.

Finally, developing a state-wide system to insure involvement of the total Regional Coordinator network proved difficult due to

their widely varied needs. The project efforts corresponded nicely to the program of work of several of the coordinators, supplemented that of several more, but was not relevant to others.

Evaluation

The evaluation of the total state-wide system developed for disseminating Promising Practices was conducted by a third party evaluator. Larry Kenneke served in that capacity until December 1979 at which time Mary Kinnick assumed evaluation activities. The Final Report of the third party evaluator is available as a supplementary document to this report.

Evaluation is a major component of the implementation model. Suggestions of procedures to evaluate adaption/adoption efforts are contained in the Evaluation section of the Implementation Kit. Also included are a number of evaluation instruments which were developed for the kit and a list of additional resources.

Each of the adaption/adoption projects also included process evaluations. For example, evaluations were completed by workshop participants and self-assessments by project contact people.

Conclusions

1. Staff development is the key ingredient in implementing a promising practice.
2. Intensive and extensive personal contact with potential adaptors/adoptors is necessary for encouraging them to complete the application and/or implementation process.
3. Local administration endorsement is critical to the success of the adaption/adoption process.

4. The full functioning of the statewide dissemination system is facilitated by an individual external to the Regional Coordinator network.
5. Funds for providing teacher release time and travel to demonstration sites are the most popular motivators for achieving curriculum change.
6. Adaption/Adoption projects have potential to be considered Promising Practices on their own merit.

Recommendations

1. That project activities be well planned to include all staff that are to be involved in the adaption/adoption of a project.
2. That Promising Practices project contacts, Regional Coordinators and other staff be involved in further inservice related to the role of consultant and providing support to interested persons.
3. That no adaption/adoption project be approved without full administrative support and understanding.
4. That an individual outside the Regional Coordinator network continue to provide service and support to the dissemination effort.
5. That substitute release time and travel be provided for school staff to plan for the project and write materials for adaption/adoption.
6. That the adaption/adoption projects be reviewed for Promising Practice status and inclusion in future dissemination activities.

APPENDIX A

Examples of Promising Practices in Action

Articulating Goals Through
Career/Awareness/Exploration
Curriculum Kits—Marion ESD

A Process for Integrating Career
and Consumer Education Course
Goals with Basic Reading
Programs—Portland Public
Schools

A Means for Mainstreaming
Handicapped Juniors and Seniors
into the (CE) Curriculum—
Jackson County ESD

Increasing Career Awareness of
Adults Through the Use of Audio-
visual Material—Lane County
Community College

Disseminating Promising Practices

**in Vocational and
Career Education**



Announcing . . .

Promising Practices in Vocational Education . . .

A Diffusion Project

Funded by:

Oregon Department of Education
Career and Vocational
Education Section

Project Director: Helen C. Hall

Project Location:
Vocational-Technical Education
Milam 20
Oregon State University
Corvallis, OR 97331
(503) 754-3101 or 754-2961

Promising Practices

. . . are select processes and/or materials in career and vocational education that address significant educational concerns.

For descriptions of **Promising Practices**, see the handbook, *Promising Practices in Oregon, Career and Vocational Education*.

Available from:

Resource Center
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310

This project provides an opportunity for school districts to adopt a **Promising Practice** or to adapt an existing one to meet local needs. Limited funding will be made available for:

Planning
Consultants
Travel
Technical Assistance
Coordination
Substitute Reimbursement

Special emphasis will be given to **Promising Practices** for disadvantaged or handicapped learners and to programs at Oregon's community colleges.

Disseminating

. . . through the assistance of the Regional Coordinators' network. As an established group working within vocational and career education in Oregon, the Regional Coordinators are instrumental in disseminating the programs and materials of this project. For questions or further information, contact the project director, the Regional Coordinator in your area, or Eugene Vinarskai, Oregon Department of Education.



APPENDIX B

School of Education
Vocational-Technical
Division



Corvallis, Oregon 97331

June 29, 1979

For the past eight years, the Oregon Department of Education has provided resources and technical assistance to promote vocational research and exemplary projects. Those projects which met established standards of quality were summarized and compiled into a handbook entitled "Promising Practices in Oregon." During 1977-78, the Linn-Benton ESD developed a model for disseminating the identified practices.

Oregon State University has received a contract to continue the dissemination process in a project supported by the Oregon Department of Education. It is the intent of this project to further develop, implement, and improve a statewide system for disseminating Vocational Promising Practices in Oregon with special emphasis on the disadvantaged and handicapped programs and those relating and transportable to the community college. In addition, this project will work toward establishing a continuing linkage with Regional Career Coordinators (See enclosed).

As one of the identified Promising Practices mentioned above, it is possible that other schools may be interested in implementing your project. It is important that we have current information regarding the status of your project. Would you please complete the attached form and return as soon as possible.

We appreciate your prompt return and continuing support of vocational education in Oregon.

Sincerely,

Helen C. Hall
Assistant Professor
Home Economics Education

enclosures
jp

NAME OF PROMISING PRACTICE _____

CONTACT PERSON _____

ADDRESS _____

PHONE: _____

IS THE ABOVE NAME PROMISING PRACTICE CURRENTLY BEING USED? ____YES ____NO

ARE THE DEVELOPERS OR IMPLEMENTORS AVAILABLE FOR CONSULTATION? ____YES ____NO

PLEASE RETURN THIS FORM TO:

HELEN HALL
ASSISTANT PROFESSOR
HOME ECONOMICS EDUCATION
OREGON STATE UNIVERSITY
CORVALLIS, OR 97331

APPENDIX C

PROMISING PRACTICES CURRENTLY IN USE

<u>Title</u>	<u>Location</u>
Writing Experience Based Career Education Curriculum for Use in Career and Vocational Education	Bethel School District
Increasing the Vocational Awareness of Elementary School Children	Pleasant Hill School Dis #1
A Process for Integrating Career and Consumer Education Course Goals with Basic Reading Programs	Portland Public Schools, Area III
Bring the Concept and Techniques of Teaching Career Awareness to the Educators in the Field	Union County ESD
Articulating Goals Through Career Awareness/Exploration Curriculum Kits	Marion ESD
A Delivery System for Career Information (Career Information System)	University of Oregon
Utilizing Parent and Community Resources for Program Development in the Elementary Grades K-6	Lane ESD
A Means of Infusing Career Education into Language Arts and Science Programs	Marion County ESD
Exploring Careers Through An Occupational Cruise	Cascade Union High School District #5
Facilitating Career Development Through Industrial Arts: A Curriculum Guide and Activities Handbook	Oregon State University
Combining World of Work Economics with Career Exploration Through Tenth Grade Social Studies	Parkrose School District #3
A Pilot Program and Exportable Model for Career Exploration	Vale Elementary School, Dis #15
A Model for Integrating Career Education into the Junior High School Curriculum	Oregon City Public Schools
A Model for Career Exploration Work Experience (Model not implemented)	Parkrose School District
Record Keeping or Daily Demand Scheduling for Student's Continuous Progress	Hood River Valley High School
A Means for Mainstreaming Handicapped Juniors and Seniors into the (CE) ₂ Curriculum	Jackson County ESD
Improving Instruction Through Improved Managerial Procedures	Lane Community College

Operation of an Open-Entry/Open Exit Off-Campus
Business Program

Lane Community College
Skill Center

Comprehensive Exploration/Reality Testing (CERT)
In Industrial Technology

Linn-Benton Community College

A Model for Vocational (Occupational) Program
Review/Termination in Post-Secondary Schools in
Oregon

Oregon State University

Infusing Career Education into an Existing
Health Education Program

Roosevelt High School, Portland

Increasing Career Awareness of Adults Through the
Use of Audio-Visual Materials

Lane Community College

Disadvantaged and Handicapped
Promising Practices
Currently in Use

Title

Location

Assistance for Disadvantaged and Handicapped
in the Business Education Cluster

Amity Public Schools

Specialized Assistance for Identified Dis-
advantaged Students

Beaverton Public Schools

Vocational Education for Mentally Retarded
Students

Corvallis Public Schools

Cooperative Work Experience for Handicapped
Vocational Students

Lake Oswego Public Schools

Offset Press Training for Severely Physically
Handicapped Students

Madison High School, Portland, OR

Vale-Nyssa Cooperative

Malheur ESD

Cluster Aides for Disadvantaged and Handi-
capped Students

North Bend Public Schools

Improvement of Reading and Math

Port Orford-Langlois School Dist

Vocational Village

Portland Public Schools

Regional Program for the Deaf Instructional
Support for Deaf Students in Career and
Vocational Education

Regional Program for the Deaf
Portland, OR

Umatilla-Morrow Instructional Materials/
Equipment Sharing

Umatilla ESD

EMR Integration in Regular Vocational Education
Programs

Springfield Public Schools

Vocational Instruction for Handicapped
Students

North Clackamas School District

Study Skill Center

11 Blue Mountain Community College

Support Services for Handicapped in Vocational
Programs

Portland Community College

APPENDIX D

PARTICIPANTS
PROMISING PRACTICES WORKSHOP
DECEMBER 7, 1979

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Corvallis, OR 97331

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Lebanon, OR 97355

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Corvallis, OR 97330

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Port Orford-Langlois School Dist. 2 CJ
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This is a revised list of participants. Two names were inadvertently left off the first list.

APPENDIX E

PROMISING PRACTICES DIFFUSION PROJECT
Tentative Workshop Schedule
December 7, 1979
Memorial Union, Room 206

9:00 - 9:30 a.m.	Welcome Workshop Design and Expectations	Hall
9:30 - 10:45 a.m.	Dissemination Overview "Nearly Everything You Wanted To Know About Dissemination But Were Too Befuddled to Ask"	Hall
10:45 - 11:00 a.m.	Break	
11:00 - 12:00 a.m.	"Ask The People Who Do It for a Living"	Davies
12:00 - 1:00 p.m.	Lunch MU 109A	
1:00 - 2:30 p.m.	Identification of Project Outcomes (Concurrent session for Regional Coordinators)	Davies (Hall)
2:30 - 2:45 p.m.	Break	
2:45 - 3:30 p.m.	Framework Building	
3:30 - 4:00 p.m.	Summary/Where Do We Go From Here?	Hall